

UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS

Presenter's Notes

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EXECUTIVE SUMMARY

This slide presentation is offered as a free guide to school corporations in evaluating current active shooter prevention and response programs, and in developing the same.

This information is not intended to comprise a complete program for preventing and responding to an active shooter event, nor is it meant to serve as a substitute for expert advice provided by local law enforcement, as well as medical, psychiatric and legal personnel.

The Unarmed Response to an Active Shooter program is a change in the traditional paradigm for responding to an active shooter event. This program's focus is to provide prevention strategies and response options, so that students, teachers and staff have an increased chance of survival if faced with an active shooter event. Exercising these options may increase the security of students and staff while awaiting law enforcement arrival.

This program serves the following objectives:

- Define the Active Shooter
- Change the Paradigm: Prevent and Respond
- Examine Current Trends and Data
- Recognizing the Phases of the Active Shooter
- Provide a Brief Historical Review
- Discuss Early Warning Behaviors
- Discuss Prevention and Response Options
- Strengthen Your Program

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UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS

Presenter's Notes

SLIDE # 1: INDIANA STATE POLICE PRESENTS “AN UNARMED RESPONSE TO AN ACTIVE SHOOTER”

The following is a free program provided by the Indiana State Police. Our Department feels strongly that educators know their school community better than anyone. We also believe that prevention is always preferable to reaction. In that light, we hope to offer tools to educators that may be applied to identify potential threats and prevent the unthinkable.

Secondly, in an effort to improve the traditional paradigm of simply “Run, Hide or Fight”, we have expanded each the options in that model. We hope to provide individuals caught in an “active shooter event” with the tools necessary to secure their safety until help arrives.

SLIDE # 2: DISCLAIMER

While no program is a guarantee against all school violence, if a “Comprehensive School Safety Program” is combined with an “Active Shooter Recognition and Intervention Program”, we may very well increase the level of security of our campuses.

This information is not intended to comprise a complete program for preventing and responding to an active shooter event, nor is it meant to serve as a substitute for expert advice provided by local law enforcement, as well as medical, psychiatric and legal personnel.

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SLIDE # 3: PROGRAM OBJECTIVES

The follow objectives will be discussed:

Define the Active Shooter: The Indiana State Police “Active Shooter Definition” will be discussed.



Change the Paradigm: Prevent and Respond: We will expand the traditional ‘active shooter paradigm’ from the basic “Run, Hide or Fight” model to a more comprehensive approach. We hope to accomplish this by adding information on prevention and by expanding upon the response options.

Examine Current Trends and Data: We will examine current trends and data. The data indicates that these events are likely to continue and even increase in frequency. Behaviors that the shooters commonly exhibit will also be discussed.

Recognizing and examining the Five Stages of the Active Shooter (*Lt. Marcou, La Crosse, WI Police Department-retired*): By focusing on the “Five Stages of the Active Shooter”, we hope to demonstrate that shooters frequently exhibit some easily identifiable behaviors during their development (We identify these as “Early Warning Indicators”). If we are able to identify behaviors associated with the “Early Warning Indicators”, we may be able to intervene and prevent the unthinkable.

Provide a Brief Historical Review: We have selected a cross section of active shooter events from various areas across our country. By reviewing these events we hope to demonstrate that individuals that carryout these events often demonstrate distinct and consistent ‘Early Warning Indicators’. The data may be a valuable tool in our identification, prevention and intervention efforts.

Discuss Early Warning Indicators (Behaviors): The list of “Early Warning Indicators” has ballooned to well over thirty in the view of many. We hope to narrow the focus to a more manageable number of indicators (or behaviors). We will use the information from the school shootings in our cross section to identify and examine a short list of “Early Warning Indicators”.

Discuss Prevention and Response Options: We will add a prevention component to the Run, Hide or Fight model and expand on each option contained in the model.

Strengthening Your Program: We will provide suggestions on programs, practices and strategies that increase the safety of your school community. We will discuss the suggestions on programs, practices and strategies from an organizational and individual perspective. Simply, what the organization can do and what you can do as an individual to improve the safety of our school communities.

SLIDE # 4: INDIANA STATE POLICE DEFINITION OF AN ACTIVE SHOOTER

The Indiana State Police definition of an “Active Shooter” will be offered. Specifically, we will stress that not all school shootings fit neatly into the ISP definition. We will cite two Indiana shootings that may fall outside the traditional definition of an “active shooter



event”. These events are added to underscore that school shootings can occur anywhere. (You may wish to add the Purdue University shooting to the discussion as well). These Indiana events could have escalated to an “Active Shooter Event” (ASE) with little variation in the process. Nevertheless, our focus will be on school shootings that are conducted with the intent of taking multiple victims with a variety weapons.

SLIDE # 5: PREVENT AND RESPOND

Here, we want to underscore that we have added prevention strategies and expanded on the response options of the more traditional “Run, Hide or Fight” programs. It is important to discuss that we feel prevention is always preferable to reaction. A well balanced and effective safety program will include both prevention strategies as well as response options.

SLIDE # 6: THE TERRIBLE PRICE

This slide is intentionally left blank to provide an opportunity to check for questions and respond to those queries. In addition, this will provide an opportunity to explain the next slide. The horrible loss that is suffered in an active shooter event is beyond words. The loss is immeasurable. The next slide demonstrates the horrible price that ‘active shooter events’ exact.

SLIDE # 7: PHOTOS OF VIRGINIA TECH SHOOTING VICTIMS

This slide presents the individuals lost in the Virginia Tech Shootings. Educators, law enforcement, parents, etc. will all identify with these individuals.

SLIDE # 8: HISTORY AND DATA

We will provide a brief historical review of “Active Shooter Events” (ASE) like the one that took the lives of these individuals. Hopefully, by looking at the past we can better be able to “anticipate” the future. By “anticipating”, it goes without saying, we may better be able to prevent the unthinkable.

SLIDE # 9 & 10: FBI: ACTIVE SHOOTER STUDY

These slides clearly demonstrate that school shootings are on the increase. The statistics show that school settings rank second only to commercial or business settings in the number shootings. It is important to note that these statistics focus on “active shooting events” that meet the FBI definition for this study. Some of events referenced in this study may fall outside the ISP definition of an “active shooter”. However, the chart may assist in underscoring that the shootings on our campuses are not on the decline. (U.S. Department of Justice & Federal Bureau of Investigation)



Note: The study takes a more broad view of school shootings than is represented in our cross section. However it should still serve to note that school shootings are not on the decline.

SLIDE # 11: DATA REVIEW

From reviewing the information on school shooting events that fit the Indiana State Police definition we may suggest the following:

The active shooter may or may not have an initial target, but as the event progresses victims are often selected in a random fashion.

Typically, the event rapidly transitions from a specific target to a random attack in which the victims are taken as they are encountered by the shooter.

The shooter is an opportunistic killer that often seeks out the easiest target.

Key: Initially, active shooters may have specific victims but the assault often transitions into a more random attack. These killers of opportunity often take their victims as they are encountered. They want soft targets. Our goal is eliminate contact with the shooter and secure the safety of those in our charge until help arrives.

SLIDE # 12: DATA REVIEW

Once the carnage starts, Active Shooter Events are brief in duration. DHS reports the average to be approximately 12.5 minutes in duration. If we review the most recent ASE we see that it is not unusual for the attack to last less than the time suggested by DHS (5-7 minutes).

By an overwhelming margin, active shooter events are committed by a single offender, with over 96% of offenders being male. (Looking specifically at recent events the percentage is even higher.)* FBI: A Study of Active Shooters in the United States Between 2000 & 201

Many active shooter events end with the suicide of the attacker prior to or as law enforcement arrives. Looking at three of the most recent events, (VT, Sandy Hook and Marysville), all ended in the suicide of the shooter.

Key: The events are brief. Often, they last less than the 5 to 7 minutes. Typically, the events are committed by a single male offender. Most often they end in the suicide of the attacker.

SLIDE # 13: DATA REVIEW

Statistics will vary but most sources will suggest that at least 93% of active shooter events are planned.* FBI: A Study of Active Shooters in the United States Between 2000 & 2013



In the planning process, charts and maps are often constructed along with the stockpiling of an arsenal of guns, homemade bombs and assorted weapons.

Often the shooters study school shooting events and demonstrate a fascination for carnage on a large scale.

Key: *These events are often planned in plain sight! This is our opportunity to intervene.*

SLIDE # 14: DATA REVIEW

Eighty percent or more of the time, shooters will share their intentions with others.*

While there is no ironclad profile of an active shooter, 93% of perpetrators engaged in behavior that caused others to be concerned.*

*(FBI: A Study of Active Shooters in the United States Between 2000 & 2013)

Even more concerning, in nearly 2/3 of active shooter events, more than one person had information about the attack before it occurred! * (A Study of Active Shooters in the United States Between 2000 & 2013)

Key: *People know the perpetrators are acting in a manner that concerns them. People know in advance of the attack that the eventual shooters are acting in an inappropriate manner. This is an excellent opportunity to introduce and underscore why it is critical to provide programs, methods and strategies that will enhance communication between students and responsible adults.*

SLIDE # 15: THE FIVE STAGES OF AN ACTIVE SHOOTER

Fantasy

Planning

Preparation

Approach

Implementation

Key: *These stages or phases often occur in plan site. If we understand the phases and remain vigilant, we may very well be able to identify a potential event and intervene. (Phases of an Active Shooter, Lt. Dan Marcou, La Crosse, WI Police Department –retired)*

SLIDE # 16 AND 17: HISTORICAL OVERVIEW

UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS



1974	Brownstown, IN	Athletic Director/Assistant Principal killed
1997	Pearl, MS	3 killed, 7 injured
1997	Paducah, KY	3 killed, 5 injured
1998	Jonesboro, AR	5 killed, 10 injured
1998	Springfield, OR	2 killed, 23 injured
1999	Littleton, CO	13 killed, 24 injured
2002	Red Lake, MN	10 killed, 7 injured
2007	Blacksburg, VA	32 killed, 17 injured
2008	DeKalb, IL	5 killed, 21 injured
2011	Martinsville, IN	1 injured
2012	Newton, CT	26 killed, 2 injured
2014	Marysville, WA	13 killed, 24 injured

These slides provide a brief overview of some of the more widely known school shootings. Note that two Indiana sites are mentioned (the Purdue University shooting may also be cited). The Brownstown, Martinsville and Purdue shootings do not necessarily fit the “ISP Active Shooter Definition” but have been added to underscore that Indiana is not immune or far removed from tragedy in our schools.

Key: *If we review the events that more closely fit the Indiana State Police definition of an ‘Active Shooter’, we find that the perpetrators often demonstrated several of the Early Warning Indicators. Although some attackers did not demonstrate all of the behaviors, an overview will demonstrate that many of the “Early Warning Indicators” were shared with the grouping. Just as a review the indicators/behaviors include depression, emotional and mental health issues, fascination for weapons and accumulation of weapons, a fascination for past active shooter events and a desire for the fame garnered by the shooters, clear indication of planning, communication of intent to others, some sense of loss and in some situations bullying or being bullied and a desire for revenge.*

Note: *The sense of loss could be a wide range of experiences from the loss of a love interest, to the loss of a secure family structure, etc. It may also be noted that bullying may be an indicator that is of concern if the individual is bullied or commits the act of bullying. Both may very well indicate areas of concern. In the “School Shooter: A Quick Reference Guide” study it was suggested that 61% were motivated by the desire for revenge. * (Information*



compiled from the School Initiative Report, United States Secret Service and Department of Education: 2002)

SLIDE # 18: NEWS CLIPS

This portion of the program gives a brief overview of active shooter events across our country. These clips will demonstrate the shock, horror, and loss that school communities experience when these events take place. Graphically, we will see the impact on students, parents and staff.

SLIDE # 19: “EARLY WARNING INDICATORS OR BEHAVIORS”

Allegedly:

Depression: We find that it is not uncommon for some of the individuals in our selected events to have displayed indicators of depression. Allegedly, some individuals were formally diagnosed and under the care of a mental health professionals while others were undiagnosed.

Manifestation of Emotional/Mental Health Issues: In reviewing the behavior of many of the shooters studied, severe to mild emotional and mental health issue were often alleged.

Feelings of being rejected or bullied/bullying & desire for revenge: The attackers allegedly, experienced feelings of being rejected, held the perception of being bullied or carried out the bullying, and or held a desire for revenge. It is often reported that a history of bullying and or being bullied may be found in several of the selected shooters lives.

Experience of Significant Loss: It was reported/alleged that several of the shooters experienced a “sense of loss”. It has also been alleged that this may have served as a mitigating, complicating or triggering factor in the lives of some of the individuals in the events we studied. (Note the sense of loss may take on a variety of guises. The loss of a love interest, loss of security, etc.)

Indications of Planning: In reviewing the selected events, planning often was conducted in plain sight. The perpetrators often developed of charts, accumulated weapons and discussed the plans or processes with others. Often, investigators found evidence of this research along with the stockpiling of weapons and supplies, etc.

Fascination & Obsession with past (ASE) Active Shooter Events: In reviewing the selected ASE, it was reported that many of the shooters held a desire for fame. Apparently, they wished to obtain that recognition from duplicating the event. It was not uncommon for the individuals in many of the events we reviewed to demonstrate a fascination or obsession



with past ASE. In many of the cases, they wrote about them, developed spreadsheets and charts, etc.

Accumulation of Weapons: In our review of ASE we see that often the shooters had accumulated multiple weapons (automatic rifles, multiple handguns, bombs, etc.)

Communication of Intent to Peers: Many of the shooters reviewed often discussed and shared information with others by posting on the web, writing in journals, preparing charts, etc. regarding their intent.

SLIDE # 20: TYPES OF PREPAREDNESS

With slide # 20 we continue our discussion of prevention. We discuss prevention from both an organizational perspective (what the administration may do) and an individual perspective (what teachers/staff may do). Simply, we examine what the organization and or the individual can do to better secure their safety and the safety of those in their charge.

Organizational Preparedness:

Organizational Preparedness may be defined as what your school administration can do to assist students and staff in being prepared.

Individual Preparedness

Individual Preparedness may be viewed as your ability to recognize, analyze, internalize and respond to threats.

SLIDE # 21: ORGANIZATIONAL PREPAREDNESS (RESPONSIBILITY OF THE ADMINISTRATION)

These are practices, procedures, programs and or strategies that may be implemented by the organization (school administration) to improve the security of our campuses. The organization should:

Establish District & Campus Safety Teams: Team members are individuals from the school community. They know the school community better than anyone. They bring unique knowledge to the process.

Develop an inventory or tool (“Threat Assessment Survey/Inventory”) to identify threats existing in your school community: In developing this tool, the Safety Teams may gather information from a variety of sources (Indiana School Safety Specialist Academy, Indiana State Police, Local Law Enforcement, etc.) to develop a tool that reflects the unique challenges facing their school community.



Use the “survey/inventory” to conduct a “Threat Assessment Survey/Inventory” of your “School Community and Campuses”: Using the “School Community Threat Assessment Survey/Inventory Tool”, the “School Community and Campus Teams” must examine and identify the unique challenges that face the school community.

Develop safety plans that address the identified threats in school community and on your campuses: These safety plans should address the unique threats you have identified by using your School Community Threat Assessment Survey/Inventory Tool.

Practice, test and revise your plan based on debriefing reports from drills and input from school community members: You must remember to practice, test and revise your plan based on the input from law enforcement, school community members and staff. Debriefing reports from drills from actual events and practice drills are valuable tools to utilize in this process. Frequent drills should be conducted to test established strategies and plans. Debriefing reports are developed from the data gathered after an event or drill. The Debriefing Reports include recommendations from individuals actually involved in an event or drill. The reports set out a description of the event, a summary of the action taken by individuals involved in the event, a detailed description of what worked and a revised action plan (an action that may be taken in the future base on the data gathered). Finally, you should remember to distribute the revised action plan to enable all members of the staff to learn from the events and drills.

SLIDE #22: ORGANIZATIONAL PREPAREDNESS (RESPONSIBILITIES OF THE ADMINISTRATION: PROGRAMS AND STAFF DEVELOPMENT)

Here we continue to cover strategies and programs conducted by the “Organization” or “School Administration.

Educate all members of the school community on the “Early Warning Indicators/Behaviors”: You may do this through the utilization of websites, PTO Meetings, Booster Club Meeting, Student & Faculty Handbooks, Patron Meetings, etc. The “Early Warning Indicators (Behaviors)” and associated programs can be advertised to educate community members and solicit assistance and support from them.

Develop programs that promote a climate of communication between students and adults: Examples of programs that may be considered: Adopt-a-Teacher, New Student-Teacher Orientation Programs, Teacher/Student Shadowing, Commercial Social Media Monitoring Programs, Tip Lines/Websites, etc. Basically, we are wishing to make programs available that open channels of communication among students, community members and adults. By sharing information with the appropriate individuals and groups, we may be able to intercede when concerning behavior is demonstrated by individuals. We



wish to promote the concept to the student body that it is ok to share information with a responsible adult.

Conduct drills and tabletop exercises designed and conducted by staff & empower staff to sound the alarm: Empower staff to develop drills. Remember the organization must provide the necessary equipment to sound the alarm (panic buttons, bullhorns, w-talkies, radios, network systems, etc.). Involve staff in drills and tabletop exercises, invite local law enforcement to participate and include sessions on school safety in staff development programs, etc.

Train staff on dealing with difficult people & their role in the school safety plan (including visitor control): Provide training programs for staff (particularly front office staff) on handling difficult people.

SLIDE # 23: ORGANIZATION PREPAREDNESS (RESPONSIBILITIES OF THE ADMINISTRATION: MAINTENANCE OF THE PHYSICAL PLANT)

Secure the perimeter of the facility: securing of the perimeter of the facility is paramount. A critical component in this process is to provide the hardware and policies/practices necessary to secure the perimeter of the facility.

Control access to the facility: The administration should control visitor traffic by routing all visitors through a monitored and secure main entryway during the school day.

Provide the hardware to rapidly secure classroom doors: The administration should provide the hardware to rapidly secure classroom doors. All staff members must be able to easily and rapidly secure the doors.

Provide staff with the tools necessary to sound the alarm, lockdown the facility, call 911 and take necessary action: Along with the authority to sound the alarm, the administration should provide the tools necessary to sound the alarm, lockdown the facility, call 911 and take necessary action. The administration should hold staff accountable by holding drills to test plans.

Establish an emergency notification system that is dedicated to the school safety program: Administration should develop a dedicated emergency notification system. This program or system should be dedicated to the school safety program. Do not use the system for daily announcements. The system is an emergency notification system.



SLIDE # 24: ORGANIZATIONAL PREPAREDNESS (RESPONSIBILITIES OF THE ADMINISTRATION: CREATE A STUDENT INTERVENTION ASSESSMENT TEAM)

Define the purpose of the Student Intervention Assessment Team: Identification of individuals demonstrating the “Early Warning Indicators”

Develop a Threat Assessment Team on each campus for evaluating the need for intervention: This team should not be confused with the Campus/Corporation Assessment Team. This team evaluates the need for intervention if individuals display behaviors that indicate they may be threats to themselves or to others.

Utilize a cross section of school community members to serve on the committee: Create a team with a wide variety of school community members on the team (teachers from a variety of grade levels), administrators, SRO, counselors, nurse, members from the school community, etc.

An important teaching note is to underscore that teachers from various grade levels should participate on the Threat Assessment/Intervention Team. Typically, individuals displaying threatening behavior (Early Warning Behaviors) did not simply snap and start demonstrating these concerns. Often, these behaviors have been displayed for some time. Therefore, a valuable history may be gathered from teachers that worked with the individual at earlier grade levels.

Train the team on the Early Warning Indicators: All members of the Assessment/Intervention Team should be trained.

Publish, train, and educate members of the school community on the Early Warning Indicators: Develop a process to enhance the communication of information from school community partners to the Threat Assessment and Intervention Team.

SLIDE # 25: PERSONAL AND INDIVIDUAL PREPAREDNESS: DETERMINE YOUR DEGREE OF PREPAREDNESS.

This slide may be use to introduce Individual Preparedness. (What you can do to prepare yourself).

These questions will help you frame the discussion and assist in determining how well individual teachers, staff and or school community members know the safety plan, practices and programs.

1. **How well do you know your plan?**



2. How well do you know your role in the plan?
3. Have you practiced your plan?
4. Are you prepared to carry out your responsibilities in a crisis event?
5. How well do you know the Early Warning Indicators/Behaviors?
6. Do you know how to access the Intervention/Threat Assessment process?
7. How well do you know your students, parents and community members?

SLIDE # 26: PERSONAL AND INDIVIDUAL PREPARATION

Being prepared to survive an active shooter event requires both “Organizational” and “Individual” or “Personal” preparedness: You cannot react if you are unaware of what is going on around you. Law enforcement officers are trained to be aware of what is going on around them. They live in a constant state of Situational and Heightened Personal Awareness. The key to this slide is to underscore that we want educators to raise personal awareness of the situation in which they live.

A key to preparedness is Awareness:

“Situational Awareness”: Be aware of what is going on around you!

“Heightened Personal Awareness”: *Develop a healthy degree of mistrust/suspicion.*

You should strive to achieve a “heightened sense” of what is going on around you! If you are aware of what is going around you, you have “Situational Awareness”. The key is to develop a healthy degree of mistrust/suspicion.

These are critical to responding to an “Active Shooter” attack. The “heightened sense” of awareness will allow you to recognize the event, locate the threat/event, and apply your knowledge of the “organization’s plan and procedures” to react appropriately!

Some individuals will utilize the concepts of Cooper’s work (“Color Code”) to assist in explaining the degrees of individual awareness.

The degrees of awareness may be viewed as: You are: unaware; you are at ease but mildly alert, you are analyzing the threat and a plan is being developed; and you have identified the threat and an action has been formulated.



The next slide will help to underscore that bad things are more likely to happen when we are unaware of our surroundings.

SLIDE # 27: WHEN YOU ARE NOT AWARE OF YOUR SURROUNDINGS, BAD THINGS HAPPEN! (VIDEO)

Again, many examples may be used to explain what “Situational Awareness” means. As suggested above, you may elect to simply explain the concepts of Cooper’s work or utilize Cooper’s Color Code to explain the concepts. The example of the video just presented should graphically demonstrate that being unaware of your surroundings puts you at the mercy of your environment. With luck or chance, we may go through our lives in a blissful state of unawareness. But, we are tempting fate if we choose to do so. Are we willing to accept the risk?

You will react as you have practiced. If you have not practiced, you will most likely not react.

SLIDE # 28: YOUR ROLE IN SURVIVING AN ACTIVE SHOOTER EVENT

Personal or Individual Preparedness

A key to “Personal Preparedness” is your ability to live in a state of “Heightened Awareness”.

This state will assist you in:

Recognizing the presence of threats

Analyzing & Internalizing the presence of the threat

Overcoming your reluctance to take lethal action against another human being.

***Note:** Educators and staff seem to be much more likely to take lethal action against a shooter if they understand the lives of those in their charge are at risk. This concept is a key goal in preparing educators for the unthinkable. They like law enforcement will die for those in their charge. However, we want to stress that we want to give them the tools to survive and the necessary skills to protect those in their charge.*

SLIDE # 29: RESPONSE: “BEING PREPARED TO ACT IS KEY TO KEEPING KIDS SAFE!”



With this slide we start to introduce the “Response Phase” of our program.

Key: Have a plan!

“In the moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.”

Theodore Roosevelt

Take action!

Taking No Action will put you at the mercy of the shooter! Have a plan and practice it!

Have a plan! In critical situations you will react as you have planned and practiced. If you have not practiced, you will do just what you have practiced——nothing!

Theodore Roosevelt points out a reaction that impacts a significant percentage of individuals in a life threatening situation. They do nothing! As you will see this is extremely applicable when we discuss the response phase of the program. By doing nothing, you make yourself an easy target. You fail to utilize cover or even concealment (note the difference) or exercise the escape option.

As a last resort you freeze and put yourself at the mercy of an individual that has no mercy for you!

SLIDE # 30: THE DYNAMICS OF AN ACTIVE SHOOTER EVENT

The Shooter’s Actions: The shooter arrives & seeks victims. He may seek specific victims initially but quickly evolves into a more random attack. Often he takes victims as rapidly as they are encountered.

What will you face if you do not take action?

Active shooters view their victims with an altered sense of reality. Typically, compassion, pity, etc. are not emotions that enter into the equation. If we review many of the active shooter events, we find that many of the shooters appear as totally void of emotion. They often take victims as they are encountered and in a random fashion. Often, they are described as detached, calm, void of emotion, etc. The Columbine video and accounts of previous active shooter events serve to demonstrate how the shooters often lack empathy for their victims. Though difficult to watch, the perpetrators may be viewed taunting their hapless victims just prior to taking their lives. The active shooter events of Columbine, Virginia Tech and Sandy Hook stand as testament to the mindset of the active shooter.



Carnage was the shooter's goal with no regard to the horrific actions that they were undertaking.

Again, the shooters often demonstrate the characteristics often associated with narcissistic personality disorder. They may taunt their victims. They clearly demonstrate a lack of empathy for their victims. They appear to enjoy the sadistic power they are exerting over their hapless victims. In the extreme, those suffering from narcissistic personality disorder seem to project a confident and in control facade while in fact they are struggling with severe self-esteem issues. When shooters exert their sadistic control over their victims, in this fashion, some may believe they are attempting to cope their own issues of poor self-esteem.

Educator's options: You should seek to prevent contact with the shooter. Your options are to Escape/Run or Lockdown/Hide! As a last resort to Fight!

SLIDE #31: ACTIVE SHOOTER EVENT RESPONSE OPTIONS

This is the time to underscore one of the main differences in the Indiana State Police Program and the traditional "Run, Hide or Fight" program. We have expanded on the traditional program by providing specific recommendations within each step of the Run, Hide or Fight program.

In other words, instead of just "Running", we explain when to run, how to run and where to run. We recommend "Escaping" rather than just running. Instead of just "Hiding", we explain how take a place of the greatest security and specific security options to follow as you wait for assistance from law enforcement. As a last resort, we provide a variety of options and recommendations from mindset to weapons on this option.

Escape or Run

Escape is an option in the event you have a secured path to a predetermined or confirmed secured area.

Lockdown or Hide

If a secure path or an exit site is not a certainty, "Lockdown" may be the very best option.

Fight

When faced with eminent danger, take lethal action.

SLIDE # 32: OPTION TO ESCAPE/RUN



1. Have a safe path and destination (with alternate) in mind.
2. Escaping is one of your best options IF you have a safe path to a secure site!
3. Sound the alarm but do not let it slow you down.
4. Do not attempt to evacuate if you do not know where the threat is located.
5. Leaving a secure place for an unknown option may take you directly into the threat!
6. Leave your possessions (warn others) but do not slow your escape.

SLIDE # 33: OPTIONS TO ESCAPE/RUN.

7. As you evacuate, understand the concepts of concealment and cover
8. Concealment should hide you while sufficient cover may stop a bullet.
9. Quickly check corners, intersections and rooms before you move into or through them.
10. PRACTICE your Option to Escape.

Note: *The Escape/Run Option may transition into a Lockdown/Hide option if a safe and secure destination is reached. As circumstances change, the Lockdown/Hide options may transition back to the Escape/Run Option.*

SLIDE # 34: LOCKDOWN/HIDE: REMEMBER YOU HAVE BEEN EMPOWERED TO SOUND THE ALARM!

1. Quickly lock and secure the door.
2. Put as much furniture as possible in doorway to create a secure barricade.
3. Put as much 'cover' between you and the threat as possible. Large pieces of furniture may provide cover.
4. Ask local law enforcement to determine if the object will provide cover.
5. Stay out of the line of sight and out of the line of fire. (Seek cover)
6. Do not make yourself an easy target. (Stay on your feet and spread ready to move.)



SLIDE # 35: OPTIONS TO LOCKDOWN/HIDE

7. Silence your cell phone and/or pager.
8. If you can silence your cell phone and leave an open line to 911 do so.
9. Turn off any source of noise and remain quiet, i.e., radios or televisions.
10. Remember that 'cover' is your goal. Hiding behind large items (cabinets, large teacher desks or solid walls) is best.
11. PRACTICE your Option to Lockdown. Refer questions on positioning of students, cover feasibility, etc. to law enforcement.

Remember: "Special Needs" students will need accommodations.

SLIDE # 36: IF THE CLASSROOM IS BEING BREACHED: OPTION TO FIGHT

1. Obtain improvised weapons. The list is endless!
2. Teachers, aides, and (depending on school policy) age appropriate students should be positioned out of the line of sight/fire with as much cover as possible.
3. They should be armed with improved weapons.
4. Your goal is to obtain cover while bringing the attacker into your "circle of violence."
5. You must be ready to take lethal action. You are capable of doing more if you are prepared to do so.
6. PRACTICE your Option to Fight (Obtain suggestions from law enforcement)

Note: As circumstances change the Options to Escape/Run may transition into Lockdown/Hide and possibly all the way to the Fight Option if circumstances merit. Remember these are Options!

SLIDE # 37: VIDEO (ESCAPE/RUN, LOCKDOWN/HIDE OR FIGHT)

Ask the group to keep in mind the principles of Escape/Run, Lockdown/Hide or Fight) as they view the video.

1. Ask them if they understood that you must know where the threat is located.



2. Ask them if they understood the difference between running and escaping via a safe path with cover?
3. Ask them what the teachers did to make their students a more difficult target?

SLIDE # 38: SCHOOL BUS SAFETY

Until recently, active shooter training has been developed for mainly buildings and grounds.

School buses are mobile, highly visible, and generally taken for granted, and they could easily be used for ill intention. On a school bus targets are plentiful, and space and cover/concealment is limited, you must have a PLAN that will take you and those in your charge out of contact with the attacker as quickly as possible.

Following are a few options to get you started on creating your plan!

SLIDE # 39: ESCAPE, LOCKDOWN, FIGHT APPLIED TO A SCHOOL BUS.

Same basic philosophy, however you need to PLAN ahead, prepare and train now. You, as the School Bus driver, have the ability to start thinking now about what you could do at any point in your route.

ESCAPE/RUN

Leave the area before the threat enters the school bus. Be aware of your surroundings, don't stop and allow the unknown threat to enter your school bus.

If the threat has entered your school bus can you safely evacuate student passengers?

If you do run to save yourself, without the students, can you live with the possible outcomes?

LOCKDOWN /HIDE

Secure the bus- Don't allow the threat to enter the bus.

If the threat made it onto the bus, options are limited, have concealment- not cover.

Can you and the students hide behind or under the seats, book bags, etc.?

FIGHT

This may be the only option that will allow students to escape.



Are you willing and able to fight for yourself and your students?

Saving one life is a success.

If you do fight— go 110%.

Give loud verbal commands – if you are talking, you are breathing- if you are breathing, you are fighting.

SLIDE # 40: KNOW AND UNDERSTAND YOUR OPTIONS ON A SCHOOL BUS

This could be a life and death situation for you and your students. You need to:

Quickly identify the situation.

Know what type of weapon is being used.

What can YOU do to prevent and reduce fatalities and injuries?

Use your training, experience, and knowledge of your bus to your advantage.

Evacuate bus if possible (if stationary)

Swerve

Slam on brakes, set parking brake

Activate overhead lights/stop arm— that will gain attention

Alert your school to the situation (plain English is preferred but having a pre-determined code might be helpful)

Keep mic keyed up, GPS track your bus, or remote into cameras, etc.

When opportunity for action opens, seize it, and DON'T hesitate. When contact is made, order all passengers to evacuate, use loud verbal commands.

SLIDE # 41: KNOW AND UNDERSTAND YOUR OPTIONS ON A SCHOOL BUS (2ND SLIDE)

What on your bus can be used as a last resort weapon?

TIRE IRON

FIRE EXTINGUISHER



PURSE, BAG, BACKPACK

SEATBELT CUTTER? (break plastic cover off first)

Be RESOURCEFUL!

Whatever you decide to do, DO NOT HESITATE!

Once contact is made with the attacker, order all your passengers off the bus. (If you order passengers off bus before you make contact with the attacker, you might be met by a sea of fleeing students, thereby blocking your path to engage the attacker.

If you yell, "GET OFF THE BUS, GET OFF THE BUS" you are breathing, and ordering the kids to evacuate and telling the attacker to leave as well.

SLIDE # 42: SCHOOL BUS DRIVERS UNARMED RESPONSE TRAINING VIDEO 1

In the following video you will see a basic scenario of the possible reaction of the driver and potential outcomes or results stemming from those actions.

After video ask:

Was it better for the driver to continue past the students the first time?

Could the driver have prevented the attacker from entering the bus after the students got on?

Could you attack and engage the attacker on your bus?

What would you do in a similar situation?

There is no right or wrong answer. Discuss with your school what you would do and follow your schools policy.

SLIDE # 43: SCHOOL BUS DRIVERS UNARMED RESPONSE TRAINING VIDEO 2

In the following video you will see a basic scenario of the possible reaction of the driver and potential outcomes or results stemming from those actions.

After video ask:

Was the right thing for the driver to run?



Did swerving or braking abruptly throw the attacker off balance?

Is there something you can do to gain the tactical advantage if this occurred on your school bus?

There is no right or wrong answer. Discuss with your school what you would do and follow your schools policy.

SLIDE # 44: REUNIFICATION CONSIDERATIONS

Suggestions to strengthen your program:

Locate secure backup sites, off campus, away from the danger.

Keep evacuation supplies at the backup site.

Develop MOU (Memorandum of Understanding) with the site current owner.

Develop 'Evacuation Kits' that are available to all teachers, administrators, transportation staff, healthcare professionals and food services staff (segregated by responsibility).

Develop 'Evacuation Kits' with the assistance of EMTs, nursing staff, teachers, administration and the special needs staff.

Many classrooms have students with unique and special need students. Remember to accommodate them.

Remember you must always evacuate to a secure site. You should not leave a place of security for an unknown. With that in mind, you should always evacuate to a previously secured area.

***Note:** Jolene Bracale at the Indiana Department of Education (Nursing Coordinator) is a great resource for developing the medical contents of the "Evacuation Kit".*

Jbracale@doe.in.gov

SLIDE # 45: LAW ENFORCEMENT ARRIVAL

Law enforcement:

Remember Law Enforcement may arrive in or out of uniform!

Full dress uniform

Plain clothes



Full tactical gear

They will bypass the wounded!

They will be forceful!

You should expect law enforcement to make their identity known!

SLIDE # 46: LAW ENFORCEMENT ARRIVAL

Do not attempt to reach out for arriving law enforcement. You will put everyone at risk if you do so.

Keep hands empty and clearly visible.

If you are able, you should supply arriving law enforcement with information on the shooter direction, location, (sex, race, hair color), type of weapon, etc.

Call 911 if you are in a secure and safe place. Make sure that by calling you do not call attention to your location.

“911 Emergency Information Quick Reference Guide” will be posted on the ISP Website to assist you in anticipating the dispatcher’s requested information.

SLIDE # 47: SUGGESTIONS FOR YOUR CONSIDERATION

Increase “Law Enforcement Visibility” on your campuses.

Partner and develop relationships with local, county & state law enforcement to bring officers onto your campus.

Utilize local LE, SRO and Safety Specialists to develop an “All Hazards” Safety Plan”.

Utilize them to develop drills to test your plan.

Invite law enforcement to your campus for career days, as a guest speaker, for staff development programs, for extracurricular programs, for breakfast and or lunch with staff and students, etc.

Create a satellite police station and work place for local, county, and state law enforcement.

SLIDE # 48: SUGGESTIONS FOR CONSIDERATION



Empower your staff to participate and take an active role in the campus and district safety plan.

Include staff on Threat Assessment Teams (Both the Corporation Threat Assessment Team that identifies threats present in the school community and the Threat Assessment Intervention Team that identifies students that exhibit the Early Warning Behaviors!)

Empower all members of the faculty and staff to sound the alarm and call 911!

Make your expectations clear that faculty and staff are responsible implementing the school safety plan (maintaining perimeter security, monitoring visitor traffic, being vigilant, conducting and planning drills, revising the safety plan etc.)

Hold them accountable!

SLIDE # 49: SUGGESTIONS FOR CONSIDERATION

Conduct a Comprehensive Threat Assessment

ISP will provide Threat Assessment Training to groups of “County Commissions.” They will train you to do your own Threat Assessment. You know your school community better than anyone.

Understand that, like law enforcement, educators are most often willing to die for those in their charge. In the application of this plan, we are asking them to live for those in their charge by implementing the strategies we have outlined.